

The Ohio State University
College of Education
School of Educational Policy and Leadership

ED 860 - Fundamentals of Curriculum

Winter 2008

Professor Beverly Gordon
Office: 139B Ramseyer Hall
Phone: 688-4259

Email: Gordon.3@osu.edu
Course Call #07774-5
Wednesday 1:30pm-3:48pm
379 Watts Hall

Office Hours: Monday & Wednesday
By appointment

Textbooks.

Gordon, Beverly. (2007). ED 860 - Fundamentals of Curriculum.
Reading's packet. ZIP publishing. Available at SBX.

Course Requirements & Evaluation.

- I. **Attendance:** Attendance will be taken at the beginning of each class. Submitting a written synopsis of the class readings the following week can make up absences.
- II. **Participation:** You are expected to be in class each week prepared to participate in the course readings/ discussions. Students are required to participate in the discussion **of three [3] sessions** of assigned readings. Please note: the entire class will read the materials assigned for the first and second session as well as Michael Lind's, "Are we still a middle class nation?" and, Michael Apple's "Analyzing Hegemony."
- III. **Examinations:** This course requires **two** examinations – **a midterm examination** covering the first half of the course materials, **and a final examination** covering the second half of the course materials. **Excused absence from the examinations** [meaning: notification 2 weeks prior to the exam or an official medical excuse] may result in a **deduction of 4 points** from the makeup examination score. **Unexcused absences** from an examination **will result in a deduction of 10 points** from the makeup examination score.

IV. **Evaluation**

Class Attendance & participation	20%
Mid Term Examination	40%
Final Examination	40%
Total	100%

Statement of Students Rights: Any student with a documented disability who may require special accommodations under The Americans with Disabilities Act, 42 U.S.C. 12101 et. Seq (2001) or Section 504 of the Rehabilitation Act of 1973, 29 U.S.C 794, et. Seq (2001) should self- identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

Academic Misconduct: Academic misconduct of any kind is a serious matter and will not be tolerated. If you have questions about what constitutes academic misconduct and what procedures are followed, please consult the instructor. Faculty Rule 3335-5-54 will be followed in cases of academic misconduct – “Each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct.”

COURSE OUTLINE:

- Jan. 9th** **Session 1: Introduction.** Dissemination of syllabi.
--Explanation of course and requirements.
--Documentary: Bill Moyer’s Children in America’s School
- Jan. 16th** **Session 2: Curriculum History.** (Reading for entire class)

--Report of the Committee of Fifteen on Elementary Education.
--Herbert Kliebard. Bureaucratic components of modern Curriculum theory.
--Arthur Wirth, Philosophical Issues in the vocational - liberal studies controversy (1900-1917): John Dewey vs. the social efficiency philosophers.
--Emilie V. Siddle Walker. Caswell County Training School, 1933 – 1969: Relationships between Community and School
- Jan. 23rd** **Session 3 Contemporary Issues in Curriculum study**

--Alan Stoskopf. The Untold Story of Resistance.
--Robert Church. The Reaction Against Progressivism, 1941-1960
--Robert Church. Changing Definitions of Equality of Educational Opportunity, 1960-1975

Jan 30th **Session 4: Competing perspectives of Curriculum Study**

- NPR: Vocational Education in the 21st century
- Vicki Kemper. Rebuilding the Schoolhouse

Three Perspectives of Curriculum study

- The Traditionalists:
Ralph Tyler, Specific Approaches to Curriculum Development.
- The Conceptual-Empiricists:
George Beauchamp, Basic components of a Curriculum Theory.
- The Reconceptualists:
William Pinar, The Reconceptualization of Curriculum Studies

Feb. 6th **Session 5: *Analyzing Hegemony***

- Michael Apple, Analyzing hegemony. (reading for entire class)
- Mark Surman, What is hegemony anyways? (supplemental)
- Sheridan Wigginton. Character or caricature: Representations of blackness in Dominican social science textbooks.
- Munir Fasheh Community Education: To Reclaim and Transform what has been made invisible
- Michael Lind. Are we still a middle class nation? (reading for the entire class).

Feb. 13th **Session 6: Mid Term Examination**

Feb 20th **Session 7: Content - How should knowledge be selected and organized?**

- Michael Apple, The hidden curriculum and the nature of conflict.
- Nell Keddie, Classroom knowledge.
- Herbert Kohl, The Politics of Children's Literature: The Story of Rosa Parks and the Montgomery Bus Boycott

Feb. 27th **Session 8 : How should knowledge be disseminated and evaluation?**

Instruction

- Beverly M. Gordon, Towards a theory of knowledge acquisition for Black children.
- Warren Crichlow et. al., Multicultural ways of knowing: Implications for practice.

Evaluation

- George Willis, The human problems and possibilities of curriculum evaluation.
- Ralph Tyler, How can the effectiveness of learning experiences be evaluated?
- Jean Anyon, Social class and the hidden curriculum of work.

March 5th Session 9: : Teacher Education

- Maxine Green, The Matter of Mystification: Teacher Education in Unquiet Times.
- Lisa Delpit, The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children
- Michele Foster, The politics of race: Though the eyes of African - American teachers

March 13 Session 10: Final Examination¹

¹ A room change may be necessary.